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ABSTRACT

The theme of this collection of 17 monographs is defined as the "senior year experience," that final period of the undergraduate experience leading to entry into graduate school or the workplace. Part 1, "Understanding the Unique Needs of Today's Seniors," examines the characteristics and needs of senior as they make the transition from classroom to work. Included are the following selections: "The Emerging Movement to Strengthen the Senior Experience" (John N. Gardner, Gretchen Van der Veer); "Objectives and Benefits of Senior Year Programs" (Joseph B. Cuseo); "Moving On: Seniors as People in Transition" (Arthur W. Chickering and Nancy K. Schlossberg); "A President's Personal and Historical Perspective" (Arthur Levine); and "Are College Seniors Prepared to Work?" (Philip D. Gardner). Part 2, "Enhancing the Senior Year Experience," relates senior year experiences to institutional academic, administrative, and student affairs practices. Titles include: "Curricular Structures for Cumulative Learning" (Barbara Leigh Smith); "Preparing Students for Life Beyond the Classroom" (Elwood F. Holton III); "Leadership Education in the Senior Experience" (Stephen W. Schwartz and Nance Lucas); "Developing Civic Virtue' Among College Students" (Linda J. Sax and Alexander W. Astin); "Strengthening the Ties That Bind: Cultural Events, Rituals, and Traditions" (George D. Kuh); and "Creating Pathways to Graduate School" (Richard B. Lawhon). Part 3 looks at the roles that specific offices or campus facilities can play in addressing issues related to the senior experience. Titles here are: "Comprehensive Career Services for Seniors" (Denise Dwight Smith and Linda K. Gast); "College-to-Career Transition Programs for Multiethnic Students" (Linda Bates Parker, Katrina S. Jordan, and Ann E. Keeling); and "Preparing Seniors for Roles as Active Alumni" (Jeffrey W. Johnson and Peter D. Eckel). Issues such as assessment, policymaking, and program development are addressed in Part 4. Titles are: "Looking Back, Moving Ahead: Assessment

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in the Senior Year" (Karl L. Schilling and Karen Maitland Schilling); "Mobilizing Campus Support for Senior Year Programs" (William L. Thomas, Jr.); and "A Summary Agenda for Enriching the Senior Year" (John N. Gardner and Gretchen Van der Veer). Two resource sections are appended; one titled "Capstone Experiences: A Primer," and the other "Syllabus for a Senior Capstone Transition Course" (John N. Gardner). (Contains approximately 200 references.) (CH)

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